



Dear Early Intervention Provider,

On August 21, 2006, the Department of Social and Health Services (DSHS) and the Infant Toddler Early Intervention Program (ITEIP) held the Kickoff Conference Call to launch the Child and Family Outcomes Measurement Project. DSHS Secretary Robin Arnold Williams welcomed everyone to the call and introduced keynote speaker, Dr. Kathy Hebbeler, Director of the federally supported Early Childhood Outcomes Center (ECO) at SRI International.

The conference call provided details regarding federal requirements to measure progress and report child and family outcomes as a result of early intervention services provided throughout the state. Topics included:

- a historical overview of the collection of family and child outcomes;
- the current state of the art methods used to assess relevant outcomes in the USA;
- federal data collection requirements related to child and family outcomes; and
- necessary steps that Washington State must take in the immediate future to document and report the progress of children and families served through Part C.

The slide presentation is available on the ITEIP website at www1.dshs.wa.gov/iteip.

At the conclusion of the call, we invited participants to apply for the stakeholder workgroup. The Stakeholder Workgroup will assist with developing recommendations for DSHS/ITEIP and Westat. The work in Washington State will also include recommendations to national policy in this area. The workgroup held its first meeting on September 18 and will meet again in October and November.

The following are the four phases of the Child and Family Outcomes Measurement Project.

- Phase 1: Obtain stakeholder input and generate draft recommendations – September-November 2006
- Phase 2: Send recommendations to SICC and broader group of stakeholders – December 2006
- Phase 3: Pilot collection of child and family outcome data – January-April 2007
- Phase 4: Design and begin update of ITEIP Data Management System – May-August 2007

Please continue to check the ITEIP website at www1.dshs.wa.gov/iteip for stakeholder workgroup meeting notes and other information pertaining to the Project.

Sandy Loerch Morris
Program Director

Governor Gregoire Announces Director of New Washington Department of Early Learning

New department will work with partners, including Thrive by Five, to improve early learning opportunities and outcomes.

OLYMPIA – Governor Chris Gregoire announced that she has appointed Jone M. Bosworth as Director of the Department of Early Learning. Ms. Bosworth is the first director of the department, which was created by the Legislature this year at Governor Gregoire's request.

"I am confident that Ms. Bosworth's background and her experiences advocating for children will help her guide Washington as a model for child care and early learning," said Governor Gregoire. "The position of the first director of the Department of Early Learning brings with it high expectations and I am committed to support Ms. Bosworth and the department as they tackle new challenges and opportunities."

Ms. Bosworth most recently served as Senior Director of the Jim Casey Youth Opportunities Initiative in St. Louis, where she supported partnerships with public and private non-profits to create enhanced opportunities for young people aging out of foster care systems. She also worked with state child-welfare departments to develop plans to prepare foster youths for adulthood. Prior to this position, she was the administrator for the Division of Child and Family Services in the Nevada

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The Starting Line Online

www.esd112.org/sss/ or www.esd112.org/pressroom/ (newsletter only)



*Governor Gregoire
continued from front page*

Department of Health and Human Services and child and family services consultant at The ORBit Group, Inc. She worked in Mexico and Kenya as a foreign services officer with the U.S. Department of State and earned her law degree from the University of Nebraska College of Law.

"With this new department, Washington will have a unique opportunity to lead the nation in early learning," said Jone Bosworth. "I am very excited to be part of this effort to make sure that all our kids are prepared to succeed in kindergarten and beyond."

Early learning programs in Washington previously were administered by three separate state agencies. Under the direction of the Director of the Department of Early Learning, these functions are now combined into one department that will reduce bureaucracy, utilize funds more efficiently and serve as an effective resource for parents and teachers.

"We must prepare Washington children to succeed in a global economy and we are making it clear that education in Washington begins long before kindergarten," said Governor Gregoire when she signed the early learning legislation into law. "Early learning is the new frontier in education and Washington can lead the nation in quality child care and early learning programs."

www.del.wa.gov



Family Resources Coordinator Training

BASIC FRC TRAINING

At the time of this newsletter printing the online course is still in development so three regional training days are scheduled for Fall 2006.

This training is to serve as the initial orientation and training for FRCs required for initial state registration. Participants will gain knowledge and understanding of the early intervention program requirements of FRCs and skills in facilitating the development of an IFSP.

Register by Oct. 6, 2006

Fall 2006

Oct. 24, 2006 - 8:30 a.m. - 3:30 p.m.

"Welcome and Overview of Early Intervention in Washington"

Nov. 6, 2006 - 8:30 a.m. - 3:30 p.m.

"The Role of FRCs and IFSPs"

Nov. 9, 2006 - 8:30 a.m. - 3:30 p.m.

"Developing IFSPs"

Fee: \$35

Spring 2007

Day one of this training will be an online training; to be completed before attending Day 2 and Day 3. You will receive information upon receipt of individual registration.

May 16 - 8:30 a.m. - 3:30 p.m.

"The Role of FRCs and IFSPs"

May 17 - 8:30 a.m. - 3:30 p.m.

"Developing IFSPs"

Fee: \$35

Register by May 4, 2007

YEAR 2 FRC TRAINING

Year 2 Training is for FRCs who completed Basic Training between October 1, 2005, and September 30, 2006, and who are registered as an FRC. FRCs in this category

MUST complete the Year 2 Training

in order to maintain state registration. In addition, **Year 2 FRCs must** also complete an additional **six** contact hours of continuing education training. A form is included for reporting hours.

Leadership and the Family Resources Coordinator: Exploring the Role (required year 2 FRCs)

The Family Resources Coordinator plays a critical leadership role in the appropriate delivery of services to children under Part C of the IDEA. From coordinating services for specific children and families to facilitating communication and collaboration with service providers, the FRC has many opportunities to influence the effective delivery of these programs. This seminar will explore three essential elements of this role: Communication, Collaboration and Conflict Management, and the skills essential to each. Greg Abell, Sound Options Group, L.L.C.

Feb. 14, 2007 • 9:00 a.m. - 3:30 p.m.

Register by Feb. 5, 2007

Sept. 11, 2007 • 9:00 a.m. - 3:30 p.m.

Fee \$20 Clock Hours available. Training will take place at nine ESDs across the state.

via - **K20 VIDEO CONFERENCING**

April 24, 2007 • 9:00 a.m. - 3:30 p.m.

Trainings are open to others based on space available at each ESD.

Location: TBD

YEAR 3 FRC TRAINING

FRCs who have completed both the Basic FRC and Year 2 Training, and have provided FRC services for at least two years, are required to submit 12 contact hours per year to maintain their state registration. Included in this newsletter is an extensive list of training opportunities throughout the state that will meet the requirements for Year 3 and Beyond continuing education and training. In addition, the FRC report form is included for reporting hours.

NOTE: If you have taken FRC training, but are not registered with ITEIP, please call Connie Salzman, ESD 112, 360-750-7500 or ITEIP, 360-725-3500.

**Map of ESDs and FRC Training
Registration form are on page 7.**

Trainings.....



SPECIAL PARENTING

Oct. 5-Nov. 9, 2006

Six consecutive Thurs. evenings 6-8 pm

Dinner will be provided ½ hour prior to classes. Parenting classes for parents of children with special needs by parents of children with special needs.

Fee: \$10 (Includes children's activities, refreshments and class materials.

Location: Valley Nazarene Church, 20th and Sullivan, Spokane, WA

Registration information: call Lance at (509) 328-6326

SIXTH ANNUAL FOCUS ON AUTISM CONFERENCE

Oct. 13-14, 2006, 8:00 am – 4:00 pm

Location: Cowlitz Regional Conference Center, 1900 7th Ave. Longview, WA

The incidence of Autism over the past 18 years has risen from 1 to 2 individuals in 10,000 diagnosed with autism to; 1 individual in 167 diagnosed on the Autism Spectrum. This conference offers information and tools to take back to the classroom, home and community.

Fee: \$75 for one day or \$100 for both days. After 9/29 - \$90 one day or \$125 for both days

Clock hours: 13 for \$26, 1 credit for \$45

Contact: Sharon Green, ESD 112, (360) 750-7500, 242,

sharon.green@esd112.org

USING HIGH/SCOPE: CREATING QUALITY ACTIVE LEARNING OPPORTUNITIES FOR YOUNG CHILDREN

Oct. 13 & Oct. 20, 2006,

8:30 am – 3:30 pm

Location: ESD 113, 601 McPhee Rd. SW, Olympia, WA 98502

High/Scope is an educational approach that promotes 'active learning' with direct, hands-on experience with people, objects, events and ideas. High/Scope is a comprehensive educational approach that

strives to help children develop in all areas.

Presenter: Kathy Oliver, Federal Way School District

Fee: \$200

Clock hours: \$29 for 12 WA State approved Clock Hours, \$37 for 1 SPU credit

Contact: Dianna Avery, ESD 113, 360-464-6717, davery@esd113.k12.wa.us

INTRODUCTION TO VERBAL BEHAVIOR: TEACHING COMMUNICATION SKILLS TO CHILDREN WITH AUTISM AND OTHER DEVELOPMENTAL DISABILITIES

Oct. 26-28, 2006, 8:45 am – 5:15 p.m.

This three-day introductory workshop focuses on the behavioral approach to teaching communication skills to children with autism and other developmental disabilities. This approach is based on B.F. Skinner's analysis of verbal behavior and the research of Michael, Sundberg, Partington, and others.

Location: Kitsap Conference Center, 100 Washington Ave. Bremerton, WA 98337

Contact: Nancy Davis, 360-731-7728, nancydaviabc@msn.com

Fee: Registration postmarked before /on 8/25/06, Parents, \$295, Professional, \$495
Registration postmarked after 8/25/06, Parents, \$325, Professionals, \$550

WAEYC'S 30TH ANNUAL CONFERENCE "LOOKING THROUGH THE KALEIDOSCOPE"

Oct. 26-28, 2006

Meydenbauer Center, Bellevue, WA

Mail form and payment to WAEYC Conference, 841 N Central Ave #206, Kent, WA 98032

Fee: \$200, Complete Registration Package (3Days/2Meals) postmarked by 10/5
Registration information: www.waeyc.org

WASHINGTON STATE FATHERS NETWORK (WSFN) STATEWIDE CONFERENCE

Oct. 28, 2006, 9:00 am – 5:00 pm

This conference is for any man who cares about or is connected to a child with special needs. This could be a father, adoptive father, uncle, grandfather, teacher, therapist or any man who just wants to learn more about the issues surrounding fathering a child with a chronic illness or developmental disability. Over 16 conference workshops for men to choose.

Spencer Hatton, father, editor, humorist and the WSFN Central Washington Coordinator, will give the keynote address about his son, Jed – "Lessons from Jed".

Location: South Seattle Community College, Brockey Center

Conference Information: 425-653-4286

NAEYC ANNUAL CONFERENCE EXPO Nov. 8 -11, 2006

Georgia World Congress Center, 285 Andrew Young International Blvd., NW Atlanta, GA

www.annualconference.naeyc.org

BEHAVIOR WORKSHOP

Oct. 30, 2006, Session 1, 6:00-8:00 p.m.

Presented by Tom Weddle, Behavior Specialist for Spokane Public Schools
Parenting strategies, prioritizing behaviors, understanding developmental and communication issues.

Nov. 6, 2006, Session 2, 5:00-8:00 p.m.

Feedback on results from behavior plans, changing behavior, teaching new skills
Fee: Free

Location: The Arc/IERR Community Building, 116 W. Indiana, Spokane, WA
Sponsored by Parent to Parent, and Spokane County Parent Coalition

Contact: RSVP by Wednesday, Oct. 25 to Terry at 509-328-6326

(continued on next page)

Trainings continued • • • • •

FETAL ALCOHOL SPECTRUM DISORDER (FASD)

Saturday, Nov. 4, 2006 - 9 a.m. - 3 p.m.

The Arc of Spokane is sponsoring this conference to increase awareness and to give families, caregivers, teachers and other professionals some concrete tools to work successfully with children and adults who experience FASD. Lunch will be provided and registration information will be available soon.

Fee:

Location: St Lukes Rehabilitation Institute, 711 S Cowley, Room 200, Spokane, WA

Contact: Jim Plourde at 509-535-2079 or by email at: ems_gpa@yahoo.com

Join us at the 2006 Annual
Conference and Expo

naeyc

National Association for the
Education of Young Children

Annual Conference
& Expo 2006

NOVEMBER 8-11, 2006

Atlanta, GA

www.annualconference.naeyc.org/

University of Minnesota, College of Education and Human Development On-line courses

FALL SESSION 2006, CENTER FOR EARLY EDUCATION AND DEVELOPMENT (CEED) COURSES

Registration is now available for CEED's fall session courses. Each course offers the opportunity to earn Continuing Education credit with a certificate approved and issued by the College of Education and Human Development at the University of Minnesota. This fall session offers our widest array of courses to date, and we hope you'll consider enrolling.

Addressing Needs of Young Children Who Engage in Challenging Behavior <http://education.umn.edu/ceed/coursesandtrainings/courses/addneeds.htm>

September 18 to November 3, 2006
Instructor: Leah Hjelseth

Relationship-based Teaching With Young Children

<http://education.umn.edu/ceed/coursesandtrainings/courses/rbt.htm>
September 25 to November 20, 2006
Instructor: Julie Nelson

Parent Infant Pathways (PIP) (new)

<http://education.umn.edu/ceed/coursesandtrainings/courses/pip.htm>

October 9 to December 11, 2006

Instructor: Jolene Pearson

Bridging Education and Mental Health (updated content)

<http://education.umn.edu/ceed/coursesandtrainings/courses/beam.htm>

October 16 to December 11, 2006

Instructor: To be determined

Introduction to Infant Mental Health

<http://education.umn.edu/ceed/coursesandtrainings/courses/imh.htm>

October 16 to December 18, 2006

Instructor: Scott Harman

MORE INFORMATION

Visit the CEED web site at <http://education.umn.edu/ceed/> and click on the links in the What's New section for more information about each course and how to register (or click on the direct links in this message).



May 2 - 4, 2007

Meydenbauer Center
Bellevue, Washington

National Training Institute Zero To Three's Annual Conference
December 1-3, 2006

"Sharing a Vision for Babies and Families"

represents the theme of the 21st annual National Training Institute (NTI) conference.

Register online: www.zerotothree.org

Fee: \$495, after November 3, \$515

Location: Albuquerque, New Mexico

RESOURCES

AGE-EXPECTED CHILD DEVELOPMENT FROM BIRTH – FIVE YEARS

The following list contains a set of resources on the web providing different kinds of information about age-expected skills and behaviors observed in children of different ages. This kind of information may be helpful for providers and family members in discussions about child outcomes summary ratings.

BIRTH – THREE YEARS

<http://www.uvm.edu/%Ecdci/pedilinks/index.htm>

The PEDI-Links project has materials in the sections both for families and for early interventionists that provide lists of the kinds of skills children typically display at various ages. It was developed as part of their efforts to identify children otherwise missed by early intervention services (part of the comprehensive Child Find system) and also has information related to partnering with families in conversations on child development issues.

<http://www.firstsigns.org/healthydev.htm>

Provides questions and information about warning signs suggesting that a child's development may be exhibiting some delays from more typical milestones. Articles, checklists, and steps to take are provided.

BIRTH – FIVE YEARS

<http://www.pbs.org/wholechild/abc/index.html>
<http://www.pbs.org/parents/childdevelopment/>

Two different sections from the Public Broadcasting System (PBS) website provide a general overview of development by domain (first link) and specific information for each specified domain and age group (second link) on children's development and skills from birth to six years.

http://www.cdc.gov/ncbddd/autism/actearly/milestones_3months.html

This information from the Center for Disease Control and Prevention (CDC) provides bulleted information on the developmental milestones for children from 3 months to 5 years of age and offers developmental warning signs at each age grouping. Also offers interactive tools for users to specify certain ages and/or to select an area of development and examine expected changes in milestones over time.

<http://www.speechdelay.com/testrosemilestones1.htm#0-6%20MONTHS>

Site was developed by a speech therapist. It identifies speech milestones from birth to 7 years of age and describes "Talk-Tips" to teach parents how to support language development.

Pointers for Parents

Play to Learn

How do young children learn best? There is no need for special toys, videos or flashcards. It happens when a child sits down and begins to play. Play is the work of young children. They are eager to learn about how the world works and do so through play, by using all the "tools" around them.

Through play, children learn about: *communication* and the back-and-forth of *conversation* and their own *self-worth* as they see how much fun playing with their mom and dad is. In addition, they learn about *imitation* and *cause and effect* as they make things happen and *problem solving skills* and *self-confidence* as they take on new challenges and learn to master them.

It is important to remember that there are no rules when it comes to play. Fancy toys are not needed. In fact, parents are their child's favorite toy!

Every child is unique. Your child may have special skills or special needs. Follow your child's lead. She'll let you know what interests her. And when your child is engaged and having fun, she is learning.

There are many fun ways parents can engage babies and toddlers during play:

- **Play Peek-a-Boo.** Try hiding behind your hands, a diaper, or a onesie as you dress your baby. Early on, he may show his pleasure simply by paying close attention. Then he may smile, kick his legs, and make sounds. By 9 months, he may pull your hands away from your face to "find" you.
- **Sing and Dance Together.** Listen to different kinds of music and dance in different ways to see what your baby or toddler likes best. Sing a favorite song that has been passed down through your family. Don't worry about the sound of your voice – he loves to hear you.
- **Play Ball.** Offer a ball with different colors and textures. Let your baby explore it with all her senses. Encourage her to see what else she can do with it. This will eventually help her learn to roll it, drop it in a box, and take it out again.
- **Let's Do It Again... and Again... and Again...** Through repetition, toddlers figure out how things fit together and work. They might fill and dump a pail over and over to learn about *full* and *empty* and *in* and *out*. They may want you to read the same book, and sing the same song, night after night.



When you play with your child, you help her learn and grow.

This kind of repetition helps children know what to expect. This gives them a sense of security and control over their world. IT also helps them master new skills, which boosts their self-confidence.

• Play Running, Climbing, and Action

Games. Oldies but goodies like "Ring Around the Rosie" and "London Bridge" encourage children to move, sing listen, take turns, and cooperate. The park, playground, and back yard offer chances to run, climb, and play with other children. On a rainy day, try creating an obstacle course indoors.

• **Keep Little Hands Busy.** Young toddlers love to make things work. They use their hands and fingers for pushing buttons, opening boxes, turning pages. This allows them to do everything from getting the music box to play their favorite song to exploring a treasured book. Many children also like to finger paint, color, play with play dough, or squeeze water out of a sponge.

• **Act It Out.** For toddlers, encourage fantasy play by providing dress-up clothes and other props. Use items like hats, scarves, backpacks, bowls, music makers, and whatever else you and your child can find. Join the fun. When you get involved, you can help her expand on her ideas and also learn about her thoughts and feelings as she acts them out through play.

It is important to remember to spontaneous with your children and have fun. Playing should not feel like work. It should be a joyful exciting time that you and your child share. So relax and enjoy yourself. Play is good for you too.

These suggestions come from ZERO TO THREE. You can learn more online at: www.zertothree.org/play.

Preschool Special Education Early Childhood Outcomes Project

By 2010, the Federal Office of Special Education Programs will require all states to collect, measure, and report child outcome data for students enrolled in early childhood special education preschool programs. Plans to develop and implement a child outcome data collection and measurement system for preschool special education students are now underway. The Child Outcomes Summary Form (COSF) developed by the Early Childhood Outcomes Center will be used to meet this new requirement. The COSF is an innovative summary rating process designed for integrating multiple sources of information about children birth through 5 years of ages with disabilities on a 7-point scale.

Twenty school district special education preschool programs from across the state will be piloting the COSF process. They are: (Northwest ESD 189) Sedro Woolley School District, Everett School District, Conway Elementary School, Nooksack Valley School District; (North Central ESD 171) Omak School District; (Puget Sound ESD) Enumclaw School District, Kent District, Auburn School District, Issaquah School District, Tacoma School District; (ESD

113) Centralia/Chehalis School District, Montesano School District, Aberdeen School District; (ESD 123) Kennewick School District, Columbia-Burbank School District; (Olympic ESD 114) Bremerton School District; (ESD 112) Longview School District; (ESD 101) Spokane School District, West Valley School District; (ESD 105) Toppenish School District.

For information about pilot district data collection activities using the Child Outcomes Summary Form process, contact the Early Childhood Coordinator at your Educational Service District. For information about the Child Outcomes Summary Form process developed by the Early Childhood Outcomes Center (ECO), go to <http://www.fpg.unc.edu/%7Eeco/index.cfm>. To review Child Outcomes Summary Form training materials and resource information developed for pilot district use, go to at <http://www.psesd.org/specialservices/OutcomesPilot.html>

For other questions about the Early Childhood Outcomes Project contact Karen Walker, OSPI, Special Education, at (360) 725-6078 or kwalker@ospi.wednet.edu.

BOOK CORNER



YOU WILL DREAM NEW DREAMS: INSPIRING PERSONAL STORIES BY PARENTS OF CHILDREN WITH DISABILITIES

*Edited by Stanley D. Klein, Ph.D., and
Kim Schive*

Kensington Publishing Corporation
(April 2001) ISBN: 1575665603

Over sixty short essays by "veteran" mothers and fathers of children with varying disabilities tell the stories they wish they could have heard when they learned their own child's diagnosis. Essays share words of validation, affirmation, support, and encouragement. Very positive reviews by Fred Rogers (Mister Rogers Neighborhood), Ann Landers, and many parent organizations.

PERFECTLY NORMAL: A MOTHER'S MEMOIR

By March Sheiner

People with Disabilities Press (January 2002) ISBN: 0595215440

Daryl Sheiner was born with hydrocephalus and needed surgery to stay alive. Today he lives independently. His mother writes with candor about years of denial, anger, resentment and fear, the social injustices she faced, and battles with medical professionals, the educational system, and the array of social service providers who invaded her life.



Professional Development Resources & Annual Conference



October 26-28, 2006
Meydenbauer & Doubletree

(soon to be the Hilton)

Bellevue, Washington

•
Preconference Seminars
October 25, 2006

•
KEYNOTE SPEAKERS:

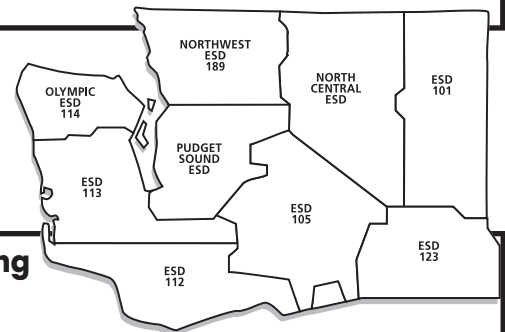
Mark Ginsberg, Ph.D.

Lisa Murphy, the Ooey Gooley Lady

Carol Brunson Day, Ph.D.

Registration information: www.waeyc.org

LOOKING THROUGH THE KALEIDOSCOPE



Family Resources Coordinator Training Registration Form

Name _____

Organization _____ Position _____

Address _____ City _____ State _____ Zip _____

Work Phone _____ Fax _____ Home Phone _____

E-mail _____ County _____

Session/Date attending _____ ESD attending _____ Fee \$ _____

Make check/PO payable to ESD 112 Payment Method: Check _____ PO _____

Please mail or Fax registration form to
Educational Service District 112 • Connie Salzman
2500 NE 65th Ave • Vancouver, WA 98661-6812
1-800-562-1711 • FAX: (360) 906-1010
(360) 750-7500 ext. 236
Account Code # 1216-05-7420-0000-0000

ESD 112 complies with all state and federal rules and regulations and does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, age, sex, marital status, or the presence of any sensory, mental, or physical disability. This holds true for all district employment and opportunities, and service delivery systems. Inquiries regarding compliance and/or grievance procedures may be directed to Human Resources Director (360) 750-7503. Any questions regarding access to written materials, facilities, or programs should be directed to Carol Hall, (360) 750-7500

WE WILL NEED THE FOLLOWING SPECIAL ACCOMMODATIONS (WHEELCHAIR ACCESS, INTERPRETER, _____).

Please note: Requests for special accommodations must be received by ESD 112 seven days in advance of the first class session. Questions regarding access to written materials, facilities or programs should be directed to the American Disabilities Coordinator at (360) 750-7503

Educational Service District Contacts

Carol Hall - Lead ESD
Educational Service District 112
(360) 750-7500
carol.hall@esd112.org

Maureen Lyden
Educational Service District 101
(509) 789-3604
mlyden@esd101.net

Faye Fuchs
Educational Service District 105
(509) 454-3110
fayeff@esd105.wednet.edu

Mary Perkins
Educational Service District 113
(360) 464-6716
mperkins@esd113.k12.wa.us

Karen Weakley
Educational Service District 123
(509) 547-8441
kweakley@esd123.org

Karen Schmetten
North Central ESD
(509) 667-7101
karens@ncesd.org

Margy Miller
Northwest ESD
(360) 299-4012
mmiller@esd189.org

Carol Pacheco
Olympic ESD
(360) 478-6886
cpacheco@oesd.wednet.edu

Val Lynch
Puget Sound ESD
(206) 439-6936
vlynch@psed.org

ITEIP Program Liaisons

Walt Bowen
(360) 725-3512
BwenWB@dshs.wa.gov

Kathy Blodgett
(360) 725-3520
BlodgeKA@dshs.wa.gov

Karen Woodsum
(350) 725-3522
woodska@dshs.wa.gov

The Starting Line

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Editor Carol Hall, ESD 112

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Health Services

The Starting Line is now available online in PDF! Go online to get your next copy. The PDF version looks exactly like the hard copy and can be printed directly to your printer. If you'd rather receive *The Starting Line* electronically - please let us know by sending an email message to: connie.salzman@esd112.org. We'll send you an email notice of when the latest copy is available online. Thanks - this saves both printing and mailing costs.

The Starting Line

EARLY INTERVENTION TRAINING NEWS

The Infant Toddler Early Intervention Training Program



EDUCATIONAL
SERVICE
DISTRICT 112

2500 NE 65 Avenue
Vancouver, WA 98661-6812

The Infant Toddler Early Intervention Training Program

Educational Service District 112

F R C Training: R E P O R T F O R M

1

Name _____ Phone _____
Agency _____ Fax _____
Agency Address _____ E-mail _____
City _____ WA ZIP _____
County _____

☐ **ATTENTION!! FRC Training Program Staff**
The above information is NEW or has CHANGED!

2

I request _____ contact hours (6)* for **Year 2** from:

I request _____ contact hours (12)* for **Year 3** from:

- ☐ Workshop(s) (please check only one box)
☐ Conference(s)
☐ Training Session(s)
☐ Formal Coursework
☐ Technical Assistance/
Consultation/Mentorship

***See #2 on reverse side of this form**

Title: _____

Date(s): _____

Location: _____

[Contact hours for TA/C/M are limited per year. TA from the Infant Toddler Early Intervention Program does not qualify for FRC "Year 3" contact hours.]

3

These contact hours relate to early intervention and my work as an FRC because:

4

I participated in (please check only one box):

Training sponsored by:

- ☐ Lead Agency for EIS/CICC
☐ Infant Toddler Early Intervention Program (ITEIP)
☐ A State Agency: _____
☐ Other: _____

6

Signatures (to be obtained prior to sending a Completed Report Form to the FRC Training Program Staff):

5

☐ A copy of this form, or other confirmation of training was sent to the Lead Agency for Early Intervention Services in the FRC's county/geographical area.

Family Resources Coordinator (FRC)

Date

Local Lead Agency

Date

FRC Training Program, ESD 112, 2500 NE 65th Ave, Vancouver, WA 98661-6812 (360) 750-7500 ext. 236 Fax: (360) 906-1010

REPORT FORM INSTRUCTIONS

This Report Form is intended for use by **Registered FRCs** in Washington State to report contact hours for Year 2 and Year 3.

Please use the following information and instructions to assist you in completing the Report Form:

- 1 Demographics** – Please be sure to include *your name and complete information*. The FRC Training Program Staff appreciates all information available: Agency, Agency Address, Phone, Fax and E-mail. Additionally, *if something is new or has changed* – please be sure to check the box provided.
- 2 Contact Hours** – The number of contact hours are simply that – *the number of hours you were actually “in contact” with training*. Year 2 FRCs are required to attend one of two trainings offered, plus **6** contact hours during their Year 2. Year 3 FRCs are required to have a total of **12** contact hours. For example, *a 3-hour workshop would be 3 contact hours*, or a one-day training would be the amount of time actually spent in training (*8:30 – 4:00 with a 1-hour lunch & two 15-minute breaks equals 6 contact hours*). **NOTE: The FRC Training Program Staff will not calculate.**

Type of Training Attended – Please check *only one type of training attended* (e.g., Workshop, Training Session, Formal Coursework, or Technical Assistance/Consultation/Mentorship, Year 2 Training). Note that, as indicated on the Report Form, contact hours for technical assistance, consultation, and mentorship are limited to 6 hours per year, and technical assistance from the Infant Toddler Early Intervention Program does not qualify for “Year 3 & Beyond” contact hours.

Specific Training Attended – The *title* of the training, the *date(s)*, (*the date is critical to determine the fiscal year; [i.e., Sept 30, 2006–October 1, 2007], the hours are to be credited*) and *location* should also be provided. If there is insufficient space on the form – feel free to attach a description or additional information.
- 3 Relevance** – FRC training is to relate to early intervention and to the role of FRCs. Please indicate how the training in which you participated relates.
- 4 Sponsor/Conference** – Please *check only one box* in this section to indicate who sponsored the training or what conference you attended.
- 5 Signatures** – We ask that you *obtain the following signatures before submitting* the Report Form to the FRC Training Program: **(1) FRC** (your own, in order to confirm that all information provided by you is correct) and **(2) Local Lead Agency** (to assure that the appropriate individual at your local lead agency is informed and involved in communication regarding training).
- 6 COPY to the Lead Agency for Early Intervention Services** – Send a copy of this form or other confirmation of training to the Lead Agency for Early Intervention Services in your FRC county/geographic area.



Send Original Completed Report Forms to:

FRC Training Program, ESD 112, 2500 NE 65th Ave, Vancouver, WA 98661-6812
Questions? Telephone: (360) 750-7500 ext. 236 or (800) 562-1711 Fax: (360) 906-1010
